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## Notes and News

The managing Editor regrets sincerely the delay in getting this issue in the mails. According to his agreement with the printer it was to be mailed by December 10, and he has done his best to adhere to the schedule. However, owing to difficulties in the proof room, the printer did not send in the galley proof for correction until December 11, forty days after the copy was sent in!

The Editor can only beg our readers to explain any *bizareries* in the Notes and News by reference to this fact, and ventures to express the hope that the printer may be able to get out the succeeding issues nearer to the scheduled date.

Handschin's Predetermination Test for measuring the linguistic ability of pupils, first published in *THE MODERN LANGUAGE JOURNAL* October, 1918, and since then put into more practical form and standardized, is now made available for use through the U. S. Bureau of Education. Numerous schools have used it and more are using it this year. Since a copy is not handed to the pupil the exercises being written on the board, or spoken orally, one copy will suffice for each teacher. Only pupils who have had no modern language should be tested, hence the test should be used with beginning sections only, and before instruction begins. The test is easy to administer and easier to score. It is understood that it has recently been published in another form and under another name. However, it was Professor Handschin's intention to make it available gratis as it now is, through the Bureau of Education so that it may do the greatest possible good.

### WASHINGTON NOTES

The high school of Everett, Washington, a city of 35,000, has twenty students of French who are corresponding with French girls in different parts of France, and twenty-four students of Spanish who are corresponding with boys and girls in Chile, for the most part in Viña del Mar, a seaside resort. Both the Spanish and the French club of Everett are thriving, part of the club programs including original plays written by the advanced students.

Dr. Corinth L. Crook, head of the department of foreign languages in the Lewis and Clark High School, Spokane, Washington, spent the past summer in France. Her trip included two weeks in Paris, and a month of study at the University of Grenoble. Dr. Crook reports that she found France in a wonderfully prosperous condition.

Mr. Rupert Eichholzer, formerly head of the department of Modern Languages in Broadway High School, Seattle, has been made Supervisor of Foreign Languages for the whole city, which includes five high schools.

The University of Idaho has commenced the year with an unusually large enrollment in the Foreign Language department—three hundred sixty-seven students. It is second in number only to the English department.

Dr. H. J. Trumanhauser, formerly with the State Agricultural College, Brookings, S. D., has been appointed Assistant Professor of Romance Languages in the University of Idaho.

The Foreign Language department of the State Normal School at Cheney, Washington, has been discontinued, and Mrs. M. L. Sargent of this department has been appointed associate professor of Romance Languages at the University of Idaho.

German has been re-introduced into Whitman College, Walla Walla, Washington, this fall, with twenty-five students enrolled. An instructor and a teaching assistant have been added to the Modern Language department. Two hundred seventy students are enrolled in the department, an increase of fifty over last year.

### NOTES FROM WASHINGTON STATE—ENROLLMENT

[illegible]

## ACCREDITED HIGH SCHOOLS AND ACADEMIES

Name	Total Enrollment	Latin	Greek	French	German	Spanish
Bellingham, Whatcom H. S. ....	886	176	.....	201	.....	112
Centralia. ....	782	50	.....	40	.....	128
Olympia. ....	514	92	.....	51	.....	44
Seattle						
Ballard. ....	1,180	69	.....	205	.....	130
Broadway. ....	2,175	250	.....	580	.....	390
Franklin. ....	1,500	155	.....	282	.....	236
Lincoln. ....	1,920	248	.....	381	.....	289
Queen Anne. ....	1,264	126	.....	216	.....	194
West Seattle. ....	890	70	.....	104	.....	136
Total. ....	8,929	918	.....	1,768	.....	1,375
Spokane						
Lewis and Clark. ....	1,854	421	.....	360	.....	133
North Central. ....	1,846	372	.....	356	.....	315
Total. ....	3,700	793	.....	716	.....	448
Tacoma						
Lincoln. ....	1,500	215	13	190	.....	270
Stadium. ....	1,625	314	.....	325	.....	377
Total. ....	3,125	529	13	515	.....	647
Walla Walla. ....	900	169	.....	154	.....	142
Yakima. ....	805	263	.....	112	.....	56
90 schools aggregating. . .	11,924	1,596	.....	1,863	.....	1,314
4 schools aggregating. . .	60	No Foreign Language taught				
112 schools. ....	Have not replied					

No schools are counted twice.

The Washington Educational Association met at Yakima, October 27, 28, 29, 30.

## OFFICERS

Pres., Miss Grace I. Liddell, Tacoma.

Sec., Miss Stella Eustis, Seattle.

## PROGRAM

A Recitation in First Year Latin. . . . . Miss Jessie Keith  
Broadway High School, Seattle.

Shall Phonetics be Taught in the High School?

..... Prof. P. J. Frein  
University of Washington, Seattle.

The Latin and Greek departments of the University of Washington have an enrollment of 94 in Roman Civilization and Roman Art and 258 in Greek Civilization and Greek-Latin Literature in addition to the enrollment in the Greek and Latin languages.

The Bellingham, Washington, High School, having an enrollment of 64 in French and Spanish, reports that interest in both languages is being greatly stimulated by correspondence with pupils in France and Chile.

Vancouver, Wash. (total enrollment 496), reports that there is a demand for Portuguese, but that the authorities are not inclined to introduce the subject into the curriculum.

No high schools report any inclination to resume the teaching of German. There is a very earnest plea from the German department of the University, however, that an opportunity be given students to receive their elementary training in German in the high schools. Professor E. O. Eckelman, Chairman of the department, writes: "We have an enrollment of 90 this fall quarter, which signifies an increase of 50% over the fall quarter of last year. Thirty-seven of these are in the beginners' section and are interested primarily in the sciences, in premedical and library work, and in fine arts. Forty-nine students have had their preliminary training from two to eight years ago in the high schools of the state.

"Surely our prospective scientists and medical men should have the opportunity of doing their elementary language work in the high schools. The university offers the incoming students the advantages of expensive equipment in their special fields, and the comparatively inexpensive language training had better be shifted to the high schools. And again, what work were given at the University would be benefited. At present we have four students in the advanced classes of the Upper Division, scarcely enough to do the coaching for the delinquents, to say nothing at all of creating a helpful atmosphere for the underclassmen. If the University could again make it its primary object to train teachers of German for the State's schools, not only would its proper function of attending to specialized needs be restored, but it would tend to give the scientist and the medical man his necessary knowledge of the language (always provided he had to get it at the University) better and more quickly. If then the high school is again willing to undertake to teach the elementary language work, I see every inducement for it to do so.

"At the University we have a secretary, Mr. Fletcher, who attempts to look to the vocational needs of the state. He tells me

that several calls have come to his bureau for teachers of German. I earnestly hope, therefore, that this is a good sign and that the resentment which we have felt against the German Government will no longer be directed against the German language."

A Modern Language Association was organized during the Inland Empire Teachers' Convention held at Spokane, Washington, last April. This association includes Oregon, Washington, Idaho, and Montana. The officers of the new association are: President, Miss Margaret Fehr, North Central High School, Spokane; Secretary, Professor G. L. Lawrence, Whitman College, Walla Walla, Washington; Treasurer, Mr. E. Salzmann, North Central High School, Spokane.

Miss Gertrude R. Schottenfels, acting head of the department of language and literature at the State Normal School at Cheney, Wash., writes that the authorities hope to resume the teaching of modern foreign languages next quarter.

In the high schools of Spokane, Wash., teachers of Latin, modern languages, and music are graded the lowest in rank of the departments and receive the smallest salaries.

Of the students in the Scandinavian department at the University of Washington who are taking the literature courses in translation, three-fourths are of non-Scandinavian extraction; of the twenty enrolled in elementary courses four are non-Scandinavian.

G. I. L.

Stephen P. Duggan, Director of the Institute of International Education, published in the April number of the *Journal of International Relations* a brief review of the situation in regard to higher education in Europe. However, he does not touch on the countries that were grouped with the central empires.

In speaking of the losses to the teaching profession caused by the war he asserts that 25% of the teaching staff of lycées and universities in France were killed, while the Ecole Normale lost 80% of its staff. He spoke of the general desire on the part of the authorities of European institutions to promote relations of exchange of teachers with the higher institutions in this country, and also their desire for some general understanding as to the equivalence of degrees in various countries. At what point will the French Bachelier begin his studies in an American college? This question is being answered in at least three different ways. Uniform agreement is necessary. The French universities are endeavoring to have foreigners understand that the discredit attached in some minds to the degree of Doctorat d'Université is

quite without foundation. Ten fellowships, worth \$1,000 each, have been established in France by the Association of American Fellowships, and twenty scholarships for American girls in French lycées have been founded by the French government. There were 181 French girls in American institutions at the time that this article was written, and twenty-six men, most of the latter being graduate students in the professions. As for Spain, the Board of Modern Studies is attempting to organize closer relationships with foreign countries, especially with the United States. This is to be encouraged by means of exchange professorships, of sending advanced Spanish students to America, and by giving vacation courses in Madrid for teachers from foreign countries. Mr. Duggan is of the opinion that American institutions have a splendid opportunity to play much the same rôle for Europe that Germany before the war played for America, and that our university authorities should have this possibility distinctly in mind in forming their educational policies.

#### OHIO COLLEGES

Toledo University has an increase of twenty-five percent in classes in Modern Languages.

Miss Luella Kiekhofer, after a year of graduate work at Mt. Union College, has returned to her position as head of the department of Romance Languages at Mt. Union College.

Mrs. Katherine Neuhoff bequeathed ten thousand dollars to Mt. Union College. It will be equally divided between a professorship of French and one of Italian.

Baldwin-Wallace College is forming a French Club. Considerable interest is being shown in correspondence with natives of France and Spain.

Professor Fouré has charge of the French Club at The Ohio State University. The club has an average attendance of about seventy.

Le Cercle Victor Hugo, The French Club of Lake Erie College, is affiliated with the Alliance Française. It has a membership of twenty-five. Six meetings are held each year. One of these is a dinner in honor of Victor Hugo's birthday.

Ohio Wesleyan has both a Spanish and a French Club. They meet alternate weeks. A plan for the return of the French Players is under way.

Mr. Raymond G. Ferrell who returned last year from France, where he was employed as an instructor in French in the American Army, has been added to the Department of Modern Languages of Heidelberg University.

The Cercle Français of Ohio University is entering its sixth year. It meets once each month. Each year the club puts on a French play. No charge is made to the public. In the spring an outdoor play is given. The club plans to raise the money to defray the expenses of the play by exhibiting a moving picture film on some French subject. The most important meetings of last year were the Christmas Service and the presentation of "Le Bourgeois Gentilhomme." Professor Mary Noss is very enthusiastic about the club. Those starting new clubs can probably get ideas by corresponding with her.

Professor Oliver E. Farnsworth has taken the place in the Romance department of Northwestern University left vacant by the resignation of Olin H. Moore.

#### MODERN LANGUAGE REGISTRATION IN OHIO COLLEGES

School	French	Spanish	Italian	German
Ohio University.....	250	210	0	23
Heidelberg University.....	153	98	a course is planned	interest increasing
Otterbein College.....	218	31	4	5
University of Toledo.....	200	150	.....	.....
Ohio Wesleyan University...	568	422	9	38
Lake Erie College.....	106	31	.....	.....
The Ohio State University ...	1637	1494	23	235
Baldwin-Wallace College....	179	42	.....	15
Mt. Union College.....	161	40	.....	.....
University of Akron.....	180	105	.....	32

#### CHICAGO NOTES

The first reunion of the year of the Society of Romance Teachers of Chicago was held at De Jonghe's on Saturday, Oct. 23. After luncheon, the acting chairman, Professor A. Coleman, in a spirited address, urged those present to spread the good news



regarding the opportunities afforded by these meetings for an exchange of opinions on all subjects of interest to teachers of French and Spanish.

The program was unusually bright and interesting.

Miss Jennie Shipman, who recently returned from Europe, spoke on *Travel Conditions in France*. Miss Shipman confined her remarks to the country south of Paris, where she found a plenty of all daily necessities except coal. While the exchange rates made it possible for American tourists to travel and live at less expense than in the United States, inconvenience was experienced at times by certain post-war conditions, such as the limited negotiability of the predominant paper money of the various Departments, the rigorous passport requirements, and the custom of giving change in postage stamps.

At the University of Grenoble the unexpectedly large attendance of foreign students made classification difficult, with the result that the student from abroad could not always obtain the course most desired.

Summing up her impressions, Miss Shipman glorified the undaunted spirit of France, re-echoed in the words of an old peasant whom she met in the Midi: "La France est le plus beau pays qui existe."

The second speaker, Miss Josephine Doniat, gave some interesting figures regarding French and Spanish in the Chicago High Schools. To summarize:

	French	Spanish
Teachers in 20 high schools:	41	38
Pupils in 1st year classes:	2480	3798
Pupils in 2nd year classes:	1625	1491
Pupils in 3rd and 4th year classes:	682	313
Total no. of pupils	4787	5602

An analysis of the enrollment shows that a much larger percentage of last year's beginners in French is continuing in second year than of last year's beginners in Spanish.

The last speaker, Mlle Françoise Ruet, who in 1918 was chosen by the French government and the University of Paris for an American scholarship and is now teaching French in the University of Chicago High School, spoke on *Impressions après deux ans d'absence*. What impressed Mlle Ruet most on her return to France last summer was the atmosphere of peace, the absence of military uniforms, the high wages, the dearth of maid servants, and the charm of Paris.

The next meeting of the Society will be held at De Jonghe's on Saturday, Dec. 11.

The first meeting of the year of the Chicago Chapter of the American Association of Teachers of Spanish was held at the Jones school on Saturday, Oct. 9, and an all-Spanish program was enjoyed by the members.

In a racy, panoramic, one-hour talk Miss Bertha I. Vincent of Senn High school led the audience over the route of her recent *viaje por España*. Points of special interest emphasized by Miss Vincent were the Mezquita of Córdoba, the *curso de fonética* given in the summer school in Madrid, and her visit to the home of Blasco Ibáñez.

The second number, a *conferencia* by Francisco Alatorre, was an enthusiastic demonstration of the impetus that will accrue to inter-American trade from the completion of the two Chicago-Atlantic water routes. Mr. Alatorre closed his address with an earnest appeal for a more sympathetic attitude towards Spanish America.

The Waller High School, Chicago, Spanish exhibit has been awarded first prize by the Illinois State Fair. The exhibit included laboratory books, international correspondence, and problem-project work in advertising.

Professor C. E. Parmenter of the University of Chicago spent a part of the summer at Madrid working in the phonetic laboratory of Professor Navarro Tomás, and is now in Paris continuing his phonetic studies with the hope, among other things, of developing a phonetic laboratory at Chicago after his return to America in December.

Miss Jennie Shipman and Mrs. S. V. Lockwood of the Hyde Park High School, Chicago, spent the summer in Europe.

Miss Florence A. Lucas of the Oak Park High School, Illinois, spent a part of the vacation in the School of French of Middlebury College, Vermont.

#### IMPORTANT ANNOUNCEMENT!

All the lovers of the Romance languages are asked to give their support to the meeting of the American Association of Teachers of Spanish, to be held at the Auditorium hotel in Chicago on Dec. 30 and 31. Plans are being made for a program to be furnished by leading Hispanists of the United States, and for a banquet which will probably be held on the 29th.

Let us show our loyalty to the cause of Romance Languages by attending the meetings.

The second meeting of the year of the Chicago Chapter of the American Association of Teachers of Spanish was held on Saturday, Nov. 13, at 2 p. m.

Professors FitzGerald and Van Horne of the University of Illinois, in the few minutes they could give us before leaving to take the homeward bound train, spoke enthusiastically in Spanish of the great rôle open to the chapter.

Professor Eduardo Azuola, Head of the Spanish department in the University of Valparaiso, Indiana, gave a wealth of information regarding Costa Rica. Thanks to our poet-lecturer we now visualize clearly this little country of scenic grandeur, with its mountains, volcanoes and tropical forests; with its treasures of gold, silver, iron and oil, awaiting only capital for development.

Even with its natural wealth scarcely tapped, Costa Rica is prosperous. The railroads, bridges and highways, built for the most part by American and British engineers, challenge comparison with the best in any country. Everywhere are to be found great modern industrial plants: electric power plants, Panama hat factories, plants for the manufacture of ice. The cotton industry offers an attractive field for development.

San José, the capital, is a *Parts chiquito*. Here one finds beautiful churches, modern hotels—El Europa, El Washington, El Central; fine boulevards; a national theatre of exquisite architecture. The artistic life of the nation comes to a focus in this city: here we find writers, sculptors, musicians and poets.

The soul of Costa Rica finds a worthy interpreter in the poetic Spanish of Professor Azuola.

El señor doctor Pedro Gracia Medrano, acting Mexican Consul, delivered an interesting and instructive lecture on "La enseñanza pública en Méjico y relaciones entre mi patria y los Estados Unidos." The status of public school education in Mexico may be judged from the fact that regular attendance is obligatory, that there is a public school for every 300 inhabitants, and that the minimum initial salary of \$100 a month is guaranteed all properly qualified young women teachers except those teaching in remote places, who receive \$100 plus a bonus.

The various classes of schools are: kindergartens, *escuelas elementales*, *escuelas superiores*, *escuelas preparatorias*, *escuelas normales* and *escuelas de artes y oficios*.

The *escuela de artes y oficios* is a technical school. The *escuela preparatoria* corresponds to the high grade American college. The *Universidad Nacional* admits only graduates from *escuelas preparatorias* who desire to specialize.

Dr. Medrano deprecates the selfish attitude of a section of our press towards his country. He says: "For a just opinion regarding my native land, ask any one who has lived there any length of time just what he thinks of us."

We are indebted to Dr. Medrano for his illuminating *conferencia*.

The program was brought to a close by two brief speeches. Mr. E. L. C. Morse appealed for a sympathetic, common sense attitude towards Mexico. Miss Lillian Wester, who spent twelve years in Mexico, concluded a beautiful eulogium by saying: "Un gran poeta inglés, Robert Browning, ha dicho: 'Si se pudiera abrir mi corazón, la palabra *Italia* se encontraría allí.' Así si se pudiera leer en mi corazón, allí se hallará la palabra *Méjico*."

EDITH CAMERON

The Chicago Chapter of the Alliance Française enjoyed the addresses of two distinguished Frenchmen during October. On the 13th, Captain de Lénéchal, representative of Marshal Foch at the meeting of the American Legion in Cleveland, spoke on conditions in France. On the 27th, M. A. De Lapradelle discussed "Millerand: His Life and His Work."

During November, the various activities of the Alliance were resumed: the customary French classes, the free Saturday morning lectures, the Tuesday soirées, and the lectures and receptions for members. On Saturday mornings, there is a Children's Hour of French Songs and Games which will be directed this year by Mlle Odette Fourgland of the University of Bordeaux. The class in French Diction for the staging of French plays will be continued under the direction of Madame Mercédès Devriès-Schmit.

On Thursdays at 11 A. M. beginning November 4, Mrs. Ly-sander Hill has been giving a series of eight talks on various periods of French History for the benefit of the Refugee Children of France.

The Alliance was greatly interested in the celebration of the Fiftieth Anniversary of the French Republic which was held at the Blackstone Theater, Chicago, on Armistice Day, November 11, at 4 P. M. under the auspices of Monsieur A. Barthélemy, the French Consul, and the French Societies of Chicago.

The German department of the University of Pennsylvania has reported no changes in its staff. In Romance languages the most important appointment for next year is that of Dr. J. B. Beck, author of *La musique des Troubadours* and other books and articles on Old French and Provençal literature, who comes from Bryn Mawr as Assistant Professor to replace Dr. Joseph Seronde who has been called to Yale. The following new instructors in Romance Languages have also been appointed: Otto Muller (Ph.D. of the University of Zurich), H. Z. Yereni-

makis (Doctor of Laws of the University of Paris), Pasquale Seneca (from Temple University), Luis A. Tirapegui (graduate of the Instituto pedagógico de Santiago de Chile), François de la Fontainerie (M. A. of Columbia), W. R. Crawford, W. S. Jack, and Carlos Berguide. The department has a staff of twenty-two men.

#### NOTES FROM WISCONSIN

##### The Study of German

Remarks by Professor Hohlfeld in the German Section of the Wisconsin Association M. F. L. T., May, 1920

Speaking of "The Outlook" for the study of German, the speaker distinguished three phases of his subject: the common schools, the high schools, and the colleges and universities, the situation being very different in these three fields.

In the *common schools*, German, together with other foreign languages, is at present definitely eliminated, at least from the six grades below the junior high school. On the other hand, in the *colleges and universities*, the study of German shows everywhere encouraging signs of a steady, tho necessarily slow, recuperation. The high school situation, however, is chaotic and presents a problem that demands careful and unprejudiced study. As a result of the war, German has not simply been replaced, as many people seem to think, by French, and, to a less degree, by Latin and Spanish, but its disappearance in all but twenty-one of our public high schools has occasioned an absolute drop of 24 per cent in the total enrollment in foreign languages, ancient and modern, comparing the present figures with those of three years ago. This loss to foreign language amounts even to 33 percent, or a full third, if the increase in general high school attendance during this period is taken into consideration. Where there were 47 schools teaching no language besides English in 1916, there are now 135 such schools.

The national need in regard to the study of German in high school and college, if not for its literary and cultural values, then at least on account of its indispensability for science, industry, commerce, journalism and general world-intercourse has not been lessened by the war. In fact, many shrewd observers have claimed the opposite. To mention only one thing, often overlooked, German is indispensable for commerce and general intercourse not only in German speaking countries, but also in wide and important areas of northern and eastern Europe and western Asia.

If, therefore, America is not to be permanently handicapped in comparison with countries like England and France, where during the war the study of German in secondary schools has been

allowed to suffer far less, the time has come when an impartial re-examination of the question cannot be safely postponed much longer. Teachers of German, especially if of German birth or descent, will not be able to help much in this respect. They will not be considered sufficiently unprejudiced. They can hardly claim to be so. Nevertheless they may be able to help shape a calm and considerate public opinion, in response to which the competent local bodies or agencies may be induced to reconsider the question before it is too late.

MODERN LANGUAGE REGISTRATION IN WISCONSIN COLLEGES

	Language	Beginners	Others	Total
Carroll College.....	French	28	31	59
	Spanish	48	6	54
	German	15	10	25
Lawrence College.....	French	119	269	388
	Spanish	137	34	171
	German	14	24	38
University of Wisconsin...	French	550	1850	2400
	Spanish	600	900	1500
	Italian	.....	.....	60
	German	109	364	473

A correspondent writes:

"The statement on page 55 of the October number of the *Journal*, that nowhere in Italy is the study of Spanish offered, not even in the universities, is not accurate. In Milan there is, as a part of the Royal Academy, which is equivalent in rank to the faculty of letters in a university, a school of modern languages especially for the training of teachers, in which Spanish has its place. In Milan also is the Bocconi Commercial University in which Spanish is taught. In the University of Rome, until his promotion to fill the place of the late Professor Monaci, Professor C. de Lollis was professor of French and Spanish. Furthermore, every faculty of letters in the Kingdom has a professorship of the comparative study of classical and neo-Latin languages, and of the comparative study of neo-Latin literatures. As is well known, the professor chooses each year the particular field on which he is to lecture; and in many cases the field is Spanish. The only member of the A.E.F. who entered an Italian University and received the Doctor's degree wrote his thesis on a subject in Spanish literature."

The seventy-second annual convention of the Hampden County Teachers' Association was held in Springfield, Massachusetts, Oct. 22, 1920. The Modern Language Section was ad-

dressed by Joel Hatheway, Chief Examiner, Boston, Mass., on: "How are we to make, judge and choose our School Texts in Modern Languages?"; and by Professor Osmond T. Robert, Smith College, on: "The Use of the Reading Book in Modern Language Teaching."

#### MEETING OF NEBRASKA MODERN LANGUAGE TEACHERS

The annual meeting of the Modern Language section of the Nebraska State Teachers' Association was held in Omaha, November 3.

Some students from the Modern Language Department of the Omaha High School presented, as the first number on the program, the play "Cher Maître," which was followed by a talk on "How We Teach Modern Languages in French Schools" by Mlle Marion Tamin, Instructor in French at Wayne Normal. Mlle Tamin came from Caen, France, about three years ago and has been studying most of the time since then at the University of Chicago where she received her degree last year. She gave a most interesting and instructive talk on the Direct Method of teaching modern languages as it is used in her native land. A boys' quartette from the Lincoln High School sang a couple of Spanish songs. This was followed by an address by Dr. A. Coleman of the University of Chicago on "Some Problems of the Modern Language Teacher." Dr. Coleman's talk was very practical, and unusually inspiring and helpful because, while he set before modern language teachers high standards towards which to work, he realized the problems that they must face, and the limited results which often come even from the best efforts. A Round Table discussion followed Dr. Coleman's address.

In the business meeting it was decided that the incoming officers should correspond with the officers of the Modern Language Associations of adjoining states looking toward the formation of a Regional Section of Modern Language Teachers to affiliate with the National Federation. It was decided, also, that more uniformity in the use of phonetics and of the direct method in the schools of the state would be very desirable, and the incoming officers were instructed to appoint a committee which should formulate plans looking to this end and to submit them, with suggestions as to suitable textbooks, at the next meeting of the Association.

The officers for the ensuing year are:

Pres., Miss Ella Phelps, Omaha High School.

Sec'y, Miss Edith Young, Kearney High School.

Two familiar faces were missing at this meeting, that of Miss Abba Bowen, one of the best known language teachers of the state, who accepted last summer a position as French instructor

at Smith College, and of Miss Edith Kingsbury, also a leader among us, who is spending the year in France.

ANNETTA SPRUNG, Lincoln

Mr. J. J. Champenois, Agrégé de l'Université, M. A. (Edin.) B. Litt. (Oxon), General Delegate for the United States of the Office National des Universités et Écoles françaises, has been placed in charge of Franco-American University relations and interests. All inquiries about opportunities for advanced study in France, courses, degrees, exchange of students, scholarships and fellowships, should be addressed to his office, 419 W. 117th St., New York.

Miss Madeleine Dulou, one of the French scholars at Ripon College last year, is now student-assistant in the Romance Department of Randolph-Macon Woman's College, in charge of the practice sections in beginning French. There are three regular recitation hours in this course, and in addition one hour per week is required for practical drill in pronunciation, dictation, and conversation, which is deducted from the time usually allotted to preparation and carries no additional credit. The results of this experiment have so far been satisfactory.

#### NOTES FROM NORTH CAROLINA

Mlle Gilberte Valery has been sent by the French government to spend a year in resident study at the North Carolina College for Women at Greensboro and will also assist in conducting conversational work in French.

There is a mild increase throughout North Carolina in the study of Spanish. The chief demand is in connection with commercial courses. French is very popular and will be, for the next few years no doubt, the leading foreign language in the institutions of the state. Since the registration in all the colleges is very large, the need for Romance instructors has so far exceeded the supply that many institutions have been unable to give the instruction demanded.

Reports from several colleges and many high schools in North Carolina show some very plain tendencies. French is very rapidly taking the position formerly held by Latin as the foremost high school language. Owing to this rapid shifting in large degree, students have before come to college with rarely more than one year's preparation in French. This year they come prepared in two years of that language, as is evidenced by the numerical shift from first to second year classes in college. Last year somewhat over seventy-five per cent of the high schools of the state



gave French, but very few indeed offered Spanish. This year a noticeably greater number offer Spanish, which is being eagerly taken—particularly by the boys in the commercial courses. German as a high school subject has almost reached the vanishing point. It is strongest in men's colleges, where it is partly required. The general proportion between the three languages, French, German, and Spanish in the colleges is six, one, and two, respectively. In high schools, as has been indicated above, French far outstrips the other two languages—as it does in the women's colleges, of which there are several in the state.

Prof. Sturgis E. Leavitt has returned to the University of North Carolina after an absence of sixteen months spent in South America on a Sheldon Travelling Fellowship. During the trip he collected material of a bibliographical nature on the national literatures of Peru, Bolivia, Chile, Argentina, and Uruguay.

#### INDIANA TEACHERS

The M. L. A. section of the Indiana State Teachers' Association met in Indianapolis on the morning of Oct. 21 with Professor Harry Bretz of Butler College presiding. The attendance was unusually good and showed an increasing interest in modern language instruction in a state where until recently these subjects, with the exception of German, had received comparatively little attention in public schools. Some 150 persons gathered in the Palm Room of the Claypool Hotel.

The first paper was a discussion of the application of phonetics to modern language teaching by Professor A. Coleman of the University of Chicago. The speaker undertook, first of all, to correct the erroneous opinion still held by so many people that applied phonetics means primarily the use of phonetic symbols. He showed that the phonetic symbols constitute simply a useful auxiliary to the physiological side of phonetics, which is the essential element to the practical teacher. He pointed out that the important thing to take into account is the great difference between the basis of pronunciation in English and the basis of pronunciation in French or German or Spanish, the three languages most taught in our schools, and attempted to demonstrate with the aid of a few concrete examples how much more scientific is the approach to the problem of a foreign tongue on the basis of practical phonetics plus imitation than on the basis of imitation alone. He remarked that the use of phonetic symbols is less called for in teaching Spanish or German than in teaching French, because Spanish spelling is less arbitrary and less complicated than French spelling. He maintained, however, that when we say Spanish or German is more phonetic than French, we mean simply that a given spelling corresponds more uniformly to a

given sound in these two languages, but that the basis of pronunciation in Spanish or German is quite as different from English as is the French basis, and that therefore a simple and practical explanation by the teacher of how the sounds are made is as integral a part of a thoroughgoing presentation of the pronunciation of these two languages as of the pronunciation of French.

The paper aroused a good deal of discussion. Several persons in the audience had evidently come prepared to combat an advocacy of the use of phonetic transcription, but no one took a position directly at variance to the point of view of the speaker.

Professor Lander McClintock of the University of Indiana followed Professor Coleman with a few remarks on his own reasons for making the phonetic approach to pronunciation, with some illustrations from his experience as a teacher.

The next speaker was Professor E. C. Hills of the University of Indiana who aroused much interest by a short account of his observations during a recent trip to France and to Spain. He spoke of the apparently normal conditions prevailing in France but suggested that under the surface might lie elements for uneasiness which would not be apparent to the summer tourist. In Spain, too, despite the numerous strikes, Professor Hills had enjoyed himself thoroughly and had been much interested in the educational activities with which he came in contact, particularly in the efforts of the *Junta*, which is doing so much now both to arouse the interest of Spaniards in scholarship and to offer excellent facilities for Hispanic studies to foreigners.

Following the raising of the question by Professor Hills, Professor G. D. Morris of the University of Indiana offered the following resolution: "Resolved, that it is the sense of this meeting that the law forbidding the teaching of German in the high schools of Indiana be repealed." After some discussion the question was called for and the resolution was adopted by a considerable majority. There has been considerable newspaper discussion of this action by the section, some of the comments, as may be imagined, being strongly in opposition. It is, however, an educational question of importance that the Legislature must squarely face before very long.

The chairman of the meeting gave the floor a second time to Professor Coleman to speak a word in behalf of the JOURNAL.

After the election of officers for the coming year the meeting was adjourned.

The Society of American Field Service Fellowships for French Universities announces that there will be awarded for 1921-22 on the basis of competition, not to exceed twenty-five fellowships, tenable for one year, of the value of \$200 plus 10,000 francs, subject to renewal if circumstances warrant. These fellowships

will be in the Social Sciences, the Natural Sciences, English, Oriental, Romance, Semitic, and Slavic languages, Philosophy, Psychology, Religion and Law. Successful candidates may enroll for study in any French university, although the Advisory Board counsels that a part of the time, at least, be spent in a provincial institution. The candidates must be citizens of the United States, must be graduates of a college of recognized standing, must have a practical knowledge of French, and must be preferably between twenty and thirty years of age. Inquiries addressed to Dr. I. L. Kandel, Executive Secretary, 522 Fifth Ave., New York City, or to Mr. Elliott F. Shephard, 224 Rue de Rivoli, Paris, will be promptly attended to.

Professor Raymond Weeks of Columbia University is Chairman of the Advisory Board, Dr. Kandel is Executive Secretary, and there are members representing the various geographical divisions of the United States, and three members representing France. The honorary president is His Excellency, Jules J. Jusserand, and the acting chairman is Mr. Charles A. Coffin of New York City. The organization proposes to establish and administer these fellowships as a memorial to the Field Service men who lost their lives during the war and to encourage understanding and fraternity of spirit between French and American educational institutions.

C. C. Connell of Yale has accepted an instructorship at Case Scientific School. Dr. R. C. Kissling and Mr. A. O. Groff have resigned from the modern language department of Case. Mr. S. E. Swanbeck of the Case modern language department spent the summer in Havana engaged in the study of Spanish.

Students who enter Case with two years' preparation in French take Spanish in the Freshman year and resume the study of French in the Sophomore year.

The proper training of modern language teachers in the city of Richmond, Virginia, is being encouraged by classes of college grade in the city Normal School and through the extension courses of the state university. This work is under the direction of Miss Josephine Holt, City Supervisor of French and Spanish, aided by Mr. Vincent Parisi, head of the modern language department of John Marshall High School. The courses are credited toward degrees by the University of Virginia, Columbia, and other institutions.

The enrollment in French and Spanish in the high schools of Virginia shows an increase over last year, particularly for French. In Richmond the Junior high schools have a large enrollment in 6A grade, which is the first opportunity for beginning a modern foreign language. The pupils in French at John Marshall High School will produce in December Molière's "*Bourgeois gentil*-

homme." The Virginia State Teachers' Association met in Richmond during Thanksgiving week.

Professor Jameson has been made Professor of Romance Languages, and head of the department at Oberlin College. He had been in charge with the rank of Associate Professor for two years. His professorship is on permanent appointment as distinguished from the two-year appointment as Head of Department.

Assistant Professor Edward Lathrop Baker has been made Assistant Professor of Romance Languages, permanent appointment, his title being changed from that of Assistant Professor of French to the one given above. He will devote himself altogether to the Spanish and Italian.

Mrs. W. J. Horner, Instructor, has resigned and will spend the year in Europe with her husband.

In her absence Mr. Herman H. Thornton, formerly of South High School, Youngstown, has been appointed, with the title of Assistant Professor. He will handle classes in French.

Professor Jameson reports as follows on class arrangements:

"We are going to try out this year an arrangement intended to meet some of the difficulties created by the difference in preparation of students who enter our second year classes. Some of them have had their elementary work with us, some have come from High Schools where the teaching is good, some come from High Schools where the teaching is not good, and there are always some people who have not been studying French for some time.

"We have arranged for three possibilities. First, for those whose preparation is the weakest, we have the second semester of elementary French given in the first semester. There will probably not be very many of these students, but, should it be necessary, we can weed them out of other sections and get them where they really belong.

"Second, for those whose preparation is average, one year or a year and a half in a good High School, or one year in college classes, we have what might be called the regular second year work. This will gather the majority of the second year students.

"Third, those who have high standing in their elementary French, such as those who make B or better with us, or who have unusually high grades from a first-class High School, or those who have had two years of ordinary High School French, will be eligible for special work which we are calling: Introduction to Nineteenth Century Literature. In this course, French will be used very largely, and more reading will be done than in the other classes. The grammatical and composition work will be more advanced.

"Thus we hope to sort out at least three different grades of students, and so give to each the kind of work which it should have. One good feature is, it seems to me, that the ability of some students to do a higher grade of work than the average is recognized and encouraged.

"We inaugurated last year the plan of offering a course in elementary French, beginning in the second semester. We shall, as I have indicated above, give the second semester this fall, and follow up next semester with the first semester of a second year course.

"We have not as yet sufficient teaching force to do the same kind of thing for the other languages, but expect to do so, if the numbers electing Spanish and Italian justify it."

#### MAINE NOTES

The following account of a class in Beginning Spanish, contributed by Miss Madeline Bird of the Rockland, Maine, High School, when asked by her former teacher to suggest some reasons for her successful work, shows what an ingenious teacher can do to make the most of existing facilities even when they are limited. This was her first year at this work. In the schools of Maine books are furnished to the pupils, but no funds were then available for suitable texts in Spanish. A further handicap was the feeling on the part of certain school officials that Spanish is easy and consequently no training in grammar is needed. The class, altho relatively small, was made up of several different racial elements.

"The last term, as I could not have any more books, I had to resort to original methods. For lessons I would give related words, such as those to be used in taking a trip or those employed by a doctor and his patients or by a grocer or dressmaker and their customers, and then I awaited developments. They always looked up extra words, and often played little scenes which they originated and over which I laughed sometimes until I cried. They were a source of enjoyment because I never knew what they would do next. They were extremely fond of playing before audiences, and we had a great many visitors.

"We recited in one of the science rooms and I never knew what they would do with the specimens there. A jar of sprouting beans served for money, canned goods, and a host of other things. The bottles of ink were everything from milk to medicine. The pupils would seize any thing and put it to some use.

"In one of their original playlets three of them were eating breakfast before taking a trip. All at once they called me and said that I must be the waiter. After breakfast I thought they were going to their seats, but instead they walked to another part of the room, two of them going to the ticket office and the other

to check the baggage. At last the train started and they left on it waving good-bye.

"The last term we also started a club composed entirely of first year students. We took dictionaries to the club as of course our vocabulary was limited. We played games practically all of which were originated by the members with the result that their vocabulary increased considerably. The first night we had original initiations. I alone initiated the first member. Each one after that had more to do, because each girl had something she wanted the others to do.

"At the same time thoro work was not neglected. The class was good in grammar, and knew when and why changes occur in the radical changing verbs. They knew backwards and forwards the imperatives, and the hands would fly up instantly, if any one made a mistake. They could take fairly rapid dictation without any repeating and write with almost no errors. One day we had a spelling match, and some of them could spell so fast it was hard to follow them. I found that these pupils had taken a reader and spelled aloud several pages in Spanish."

Dr. Herbert D. Carrington, formerly Assistant Professor of German in Smith College, is a recent addition to the German department of the University of Maine. Additional modern language instructors are John A. Strausbaugh in Spanish and Italian and Charles F. Whitcomb in French.

Miss Effie Noddin, formerly teacher of French in the Waterville, Maine, High School, is now in charge of Modern Language work at Auburn, Maine.

The study of Spanish has been introduced this fall in the High Schools of Bar Harbor, Belfast, and Livermore Falls, Maine. Courses were planned in other localities but the project was given up temporarily because of inability to find properly qualified instructors.

Enrollment in the French and Spanish classes in Arkansas schools is very gratifying. There is a marked increase in Spanish. Little Rock and Fort Smith both report forty-five in their beginning classes, more than 50% gain over last year. The total enrollment in the Department of French and Spanish at Fort Smith is two hundred and five; about three hundred at Little Rock.

The interest in French continues strong. Little Rock has three divisions of beginning French, with an average of twenty-two in a class. Fort Smith has also three divisions, with a total of eighty-seven, an increase from last year. Van Buren High School reports larger classes in French than ever before, and greater interest especially among the boys.

Unusual interest is felt in the State Teachers' Association at Little Rock, November 13.

In common with many states north and south, Arkansas feels the need of greater revenue to meet the demands of modern days in education. Citizens are holding mass meetings in all the larger cities, in a united effort to secure proper legislation to keep the schools of the State running and up to standard.

The State University is offering Extension Courses especially for teachers, though other people may enter. These courses will be conducted by instructors from the University, and will be given at any point in the State where a sufficient number of students ask for the work. Five classes in Education have been organized in Fort Smith, with more than one hundred and fifty teachers enrolled.

The Foreign Language Section of the State Association met Friday, Nov. 12 at 9:30 in the Court Room. An interesting program was prepared.

Blytheville High School sends a good report of increased enrollment in both French and Spanish.

Professor J. Moreno Lacalle has resigned from the U. S. Naval Academy to accept the position of Head of the Department of Spanish at Middlebury College, Middlebury, Vermont, with which institution he had already been connected since 1917 as Director of the Summer School for Spanish teachers.

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In response to the numerous and clamorous requests for the October number of the JOURNAL, the business manager regrets to have to announce that the supply is exhausted and that he can not furnish them. This is admittedly a deplorable state of affairs, but our usual edition of 3000 was printed—and how should the poor business manager know that there would be so many extra subscribers rushing in after the edition was off the press? In fact he disclaims all responsibility for the catastrophe. It is plainly the fault of the editors and contributors: they had no business to make the JOURNAL too attractive.

We are now printing editions of 3200 and shall increase the number if necessary but paper and printing are very expensive these days and the business manager must make both ends meet, financially speaking.

The only consolation that can be offered to belated subscribers is that their subscription will begin with the November number and run till the same month next year.

E. L. C. MORSE, *Business Manager*